

Transition at Age Three

Carole West

Florida Department of Education

Ken McCain

Early Steps State Office

*What will I
learn?*

early steps

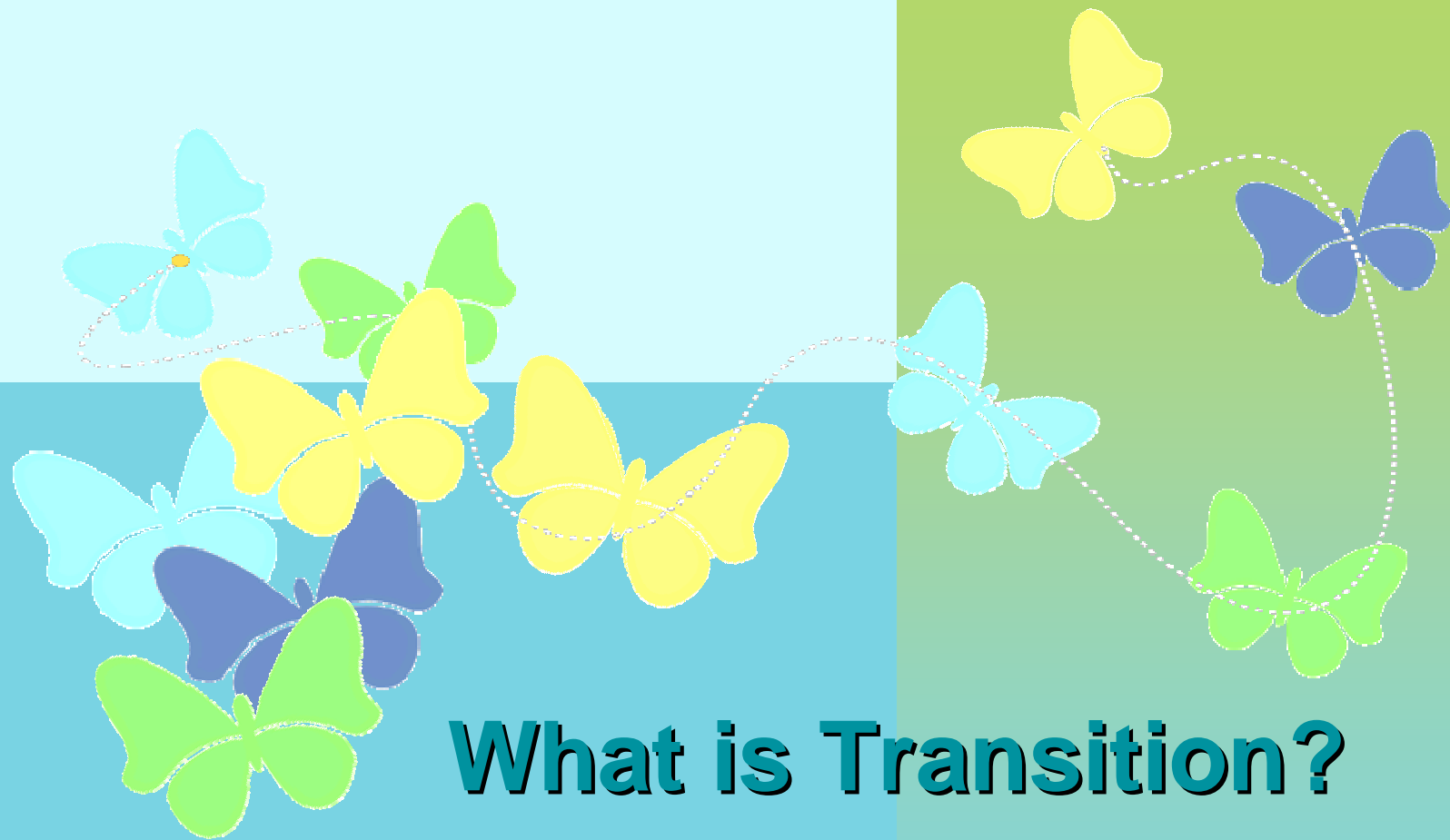
Objectives



- 🦋 Definition of transition
- 🦋 Concerns families may have regarding age three transition
- 🦋 Roles and responsibilities of the service coordinator in the transition process
- 🦋 Major steps and timelines in planning for transitioning children at age three

Objectives, continued...

- ✧ Options for referrals for children exiting Early Steps at age three
- ✧ Data entry in the Early Steps Data system for transition at age three
- ✧ How to handle late referrals and summer birthdays
- ✧ Transition indicators in the State Performance Plan



What is Transition?

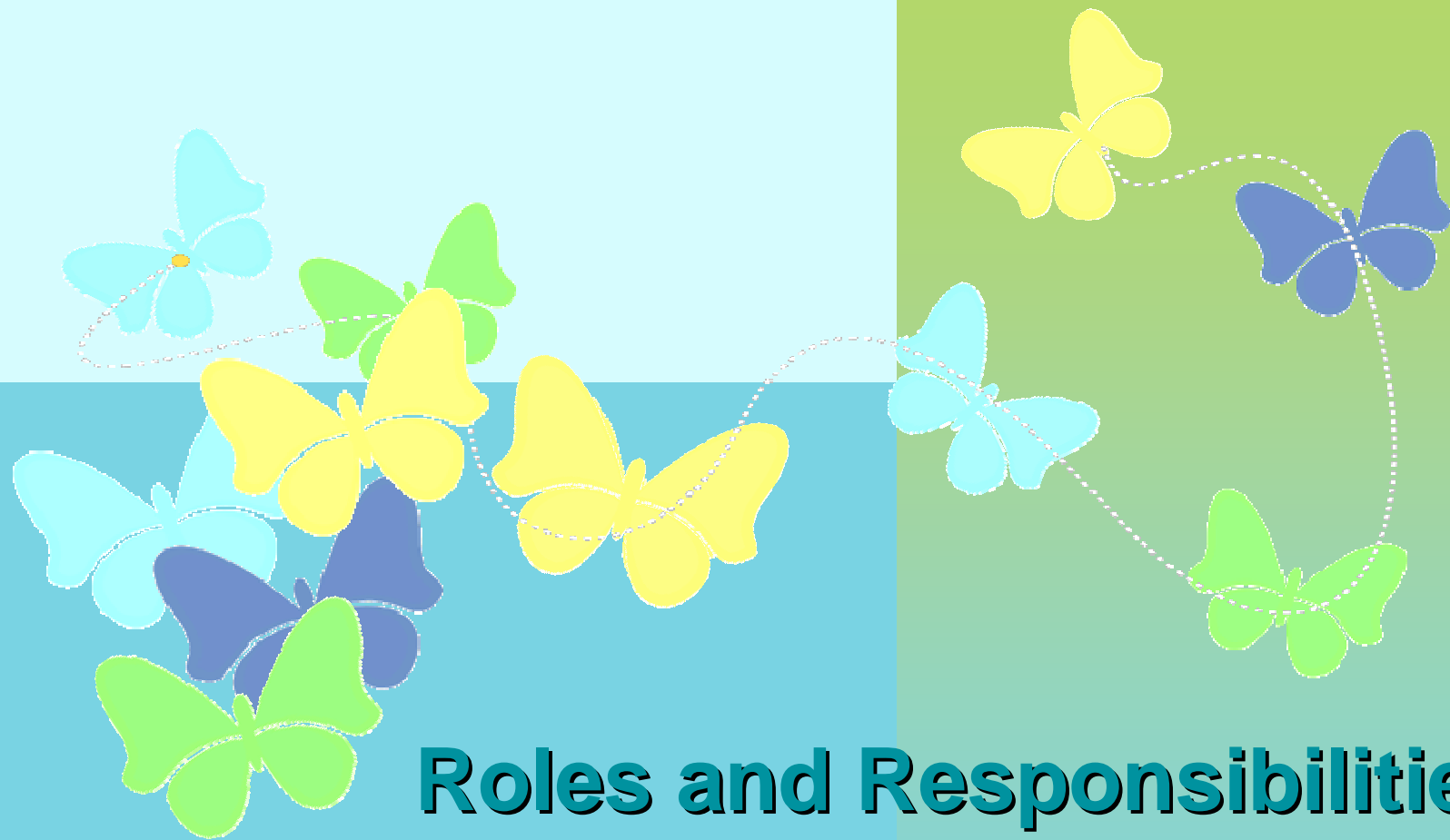
Transition Is

Broadly speaking, transition is movement or change from one environment to another.



Transition at Age Three

- ✈ Transition at age three is the process of changing programs, services and supports when a child leaves a Local Early Steps (LES) to participate in early childhood environments in the community and/or public school.



Roles and Responsibilities of Service Coordinator in the Transition Process

Key Roles of the Service Coordinator

- ✿ Ensure the smooth transition and a seamless system of early intervention services for children and families.
- ✿ Initiate and coordinate transition planning since most of the activities will occur while the child is served by Early Steps.



Responsibilities of the Service Coordinator in the Transition Process

- ✿ Schedule required meetings
- ✿ Invite participants to meetings
- ✿ Establish the agenda for meetings
- ✿ Facilitate meetings
- ✿ Record and disseminate meeting notes regarding discussions and decisions
- ✿ Update the child's transition plan (IFSP Form I) accordingly

Responsibilities of the Service Coordinator in the Transition Process, continued

- ✿ Ensure that future activities are understood by all responsible parties
- ✿ Ensure timely transmission of records
- ✿ Provide written prior notice with procedural safeguards
- ✿ Complete case notes for all service coordination activities
- ✿ Ensure transition data is entered in the Early Steps data system

Why Do We Plan?



- ✿ To help the child and family prepare for the changes and adjustments to a new setting

When Do We Start Planning for Transition?

- ✿ During regularly scheduled IFSP meetings, starting when the child is first enrolled in Early Steps.



How Do We Plan at Age Three?

✈ After a formal discussion regarding the transition process, the service coordinator should provide the family with a “transition packet” as defined by the LES. This could possibly include the blank transition page of the IFSP, Transition Booklet for families, and Getting to Know Me, and Getting to Know Your New Teacher and School documents.



What Do We Plan at Age Three?

🦋 During transition planning, there should be discussion about available services, including program options for the school year during which the child turns three; identification of concerns regarding transition; and steps and services to enable a successful transition.

Form I: Your Family's Transition Plan

Name: _____ DOB: _____ IFSP Date: _____
 OR Service Coordinator: _____ Page _____ of Form I

Transition Planning Steps

1. Initial Transition Planning (6 months to 1 year prior to our child's 3rd birthday). In conjunction with an IFSP meeting, the IFSP team discussed the following with us:

a. Program options available within the community (e.g., local school district, Early Head Start, Head Start, Agency for Persons with Disabilities, other early care and education programs, etc.) were discussed with us. At this time, we are interested in the following options:

Strategies to Address Concerns (write relevant outcomes on Form F):

b. We discussed our specific concerns and the skills and preparation our child will need to be successful in a new environment.

Concerns:

c. We scheduled the Transition Conference and listed the possible participants we would like to invite.

Possible Participants (Date / Time): _____

2. Referral: The service coordinator, with our consent, makes a formal referral to the school district and/or other agencies and community providers that we choose and sends a "transition packet." (This may occur before, during, or after the Transition Conference.)

Referral Date: _____ Agency: _____

3. Transition Conference (not less than 90 days and not more than 9 months prior to our child's 3rd birthday): The Transition Conference is held at the same time as our child's IFSP meeting, if possible. At this meeting, information was provided to us about how our school district provides services to provide/prepare children with disabilities. Also, information about other agencies/community providers that we have requested was provided. We had the opportunity to ask questions and discuss any new concerns for the coming transition.

Transition Conference Date: _____

a. Following the our new concerns and strategies we discussed:

Concerns:

Strategies to Address Concerns (write relevant outcomes on Form F):

b. We identified that these additional activities (e.g., agency program placement visitation, technicals, etc.) need to be completed before our child moves into the new setting.

Activity: _____ Per: _____

We attended the Transition Conference and developed this transition plan. Our sign: _____ Parent/Guardian

We attended the Transition Conference and developed this transition plan.

Parent/Guardian: _____ IFSP Team Member/Title: _____

Service Coordinator: _____ IFSP Team Member/Title: _____

Community Representative/Agency Title: _____

Family Concerns

- 🦋 Some concerns of families include:
- ✧ Who will take the place of my early intervention service coordinator?
 - ✧ Will my child be eligible for services through the local school system?
 - ✧ What happens if my child turns three during the summer?
 - ✧ Will my child be able to adapt to new teachers and classmates?

Addison, S., and Bond, G. (September, 2004). *Early Intervention Matters: Transition-A New Path in the Journey*. Exceptional Parent Magazine. Psy-Ed Corp., River Edge, New Jersey.

Family Concerns, continued

- What about transportation?
- Will I still receive the support I need from providers?
- How will I be involved in my child's educational plan?
- If my child is not eligible for special education services, what other options do I have?


Addison, S., and Bond, G. (September, 2004). *Early Intervention Matters: Transition-A New Path in the Journey*. Exceptional Parent Magazine. Psy-Ed Corp., River Edge, New Jersey.

Transition Planning Documentation

- ✿ Complete 1a, 1b, and 1c on Form I of IFSP
- ✿ Complete case note
- ✿ Include any copies of correspondence in child's Early Steps record
- ✿ Enter TCM (Targeted Case Management) and SCTT (Service Coordinator Travel Time), if traveled, in data system
- ✿ Enter most recent IFSP date in data system

Technical Tip: If completing Form I by hand, add spaces in the sections on the eIFSP before printing out a blank version

Note



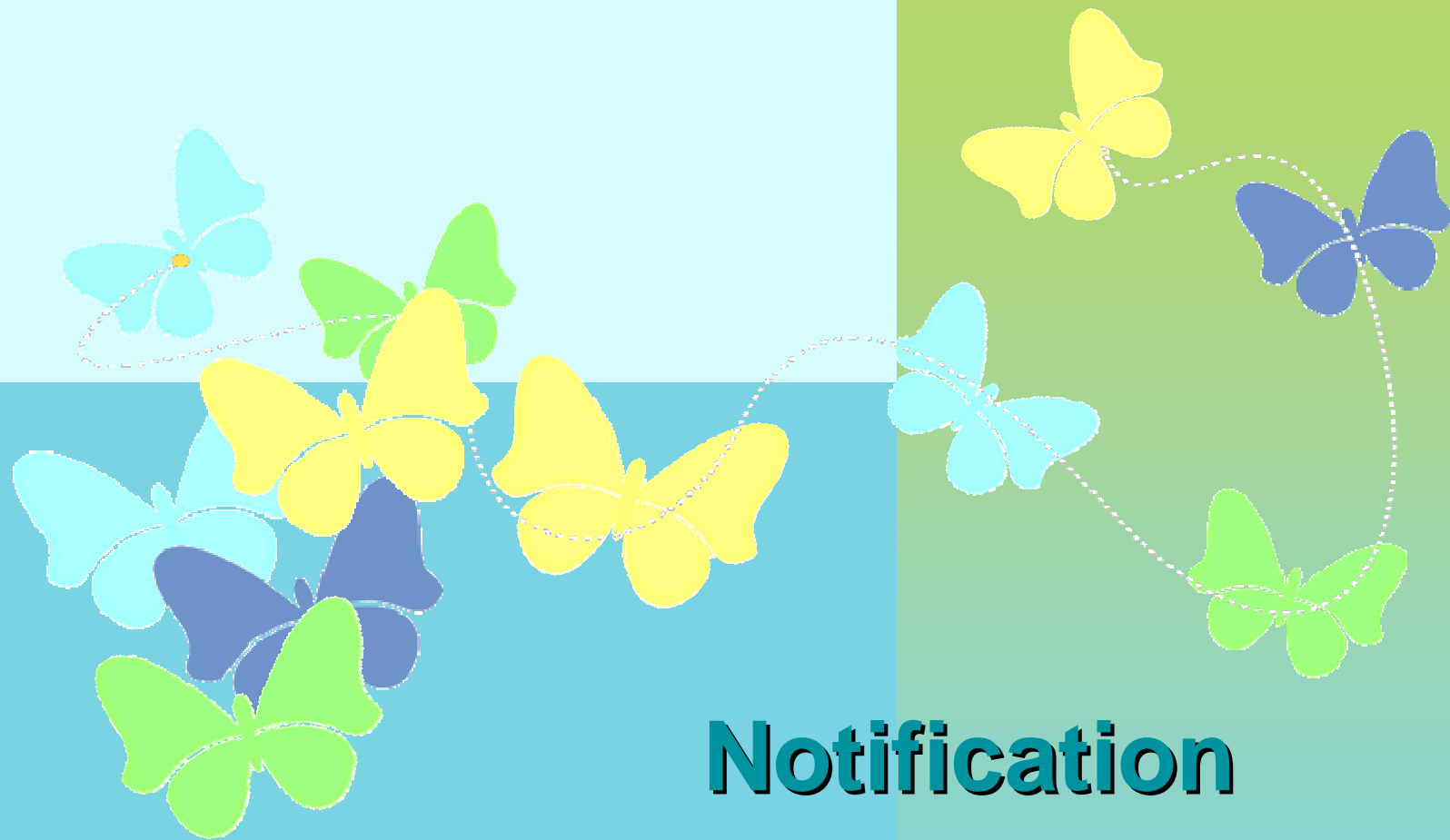
IFSP Form I is only required for transition at age three. To plan for transitions other than the transition at age 3 (i.e., hospital to home, home to childcare, program to program, etc.), identify the concerns/priorities of the family/IFSP team and develop outcomes on Form F, as appropriate. Record other transition activities in the case notes.

Required Transition Events

✈ Each of the following transition events must occur in a certain timeframe:

- Notification
- Referral
- Transition Conference
- IEP Developed and Implemented
- Closure from Early Steps





Notification

Purpose of Notification

- ✿ The notification process is intended to provide school districts with information to assist in program planning.



Notification Policy

- ✿ No later than 9 months prior to third birthday or ASAP for children made eligible later
- ✿ Notification must include the following information:
 - ✿ Child's name
 - ✿ Child's date of birth
 - ✿ Parents' names
 - ✿ Parents' address(es)
 - ✿ Parents' telephone number(s)
- ✿ **All eligible children, active and inactive**

Notification Policy, continued

- ✧ Written consent is NOT required to share child's name, child's date of birth, and parent contact information to the local school district for notification
- ✧ Florida allows parents to opt-out
- ✧ Written consent IS required to share any other information to the local school district

Understanding Notification Brochure

Local Early Steps Contact Information:



UNDERSTANDING NOTIFICATION



Local Early Steps (LES) notification to Local School Districts for Child Find Purposes

Early Steps (Part C) and preschool special education (Part B) are both parts of the Individuals with Disabilities Education Act (IDEA). Early Steps is responsible for providing services to eligible children from birth to age three. When a child turns three, services from Early Steps must end. If the child is eligible for Part B, he/she may receive preschool special education services through the local school district.

Through the process of Child Find, a school district has the responsibility to find, evaluate and identify children who may be eligible for special education services from birth through age 21. Early Steps is required by the IDEA to assist school districts in meeting Child Find requirements through a process called notification. Some of the questions that parents may have about notification are:

Why have I received this brochure?

For children enrolled in Early Steps prior to their 2nd birthday, the LES provides this brochure to parents a reasonable time prior to the IFSP meeting or periodic review closest to the child's 2nd birthday to make the parents aware of the requirements related to notification.

For children found eligible for Early Steps after their 2nd birthday, Early Steps provides the brochure to parents on the date the child is determined eligible.

What is notification and why is it important?

Notification is the process of informing school districts that a child living in their district is receiving services from Early Steps. Notification is an important part of the Child Find process and is required under the IDEA. It helps school districts plan for children who may need preschool special education at age three.

Understanding Notification Brochure

- ✈ Answers questions frequently asked by families
- ✈ Available on CMS-Early Steps website
- ✈ LES can download, print and copy
- ✈ Copies will not be provided by ESSO
- ✈ Will be translated at a future date
- ✈ Must be discussed with family

When to Provide the *Understanding Notification Brochure*

- ✿ For children enrolled in Early Steps prior to their 2nd birthday, the LES will provide a copy of the *Understanding Notification* brochure within a reasonable time prior to the IFSP meeting when opt out will be discussed, at the latest at the IFSP meeting closest to the 2nd birthday.
- ✿ For children who become eligible for Early Steps after their 2nd birthday, the LES will provide a copy of the *Understanding Notification* brochure on the date the child is determined eligible for Early Steps.

Opting Out of Notification



- ✿ LEA notification and the opt-out option will be discussed with the parents, at the latest, at the IFSP meeting closest to the child's 2nd birthday.
- ✿ For children made eligible for Early Steps after the child's 2nd birthday, this discussion will occur at the initial IFSP meeting.
- ✿ At these IFSP meetings, the parents will indicate whether they choose to opt-out of LEA notification for their child.

Opting Out of Notification, continued

- ✈ There is no form to sign
- ✈ Parent just tells service coordinator
- ✈ Must be done by the IFSP meeting that occurs after brochure was given
- ✈ Discussion and decision is documented in dated case note
- ✈ Keep documentation of opt-out in child's record

What to Share with the Local School District

- ✿ If family DOES NOT opt-out:
 - ✿ Notify the local school district of the child by sharing the child's name, the child's date of birth, and parent contact information, including parents' names, address(es), and telephone number(s)
- ✿ If the family DOES opt-out:
 - ✿ Provide no information at all to the local school district

Evidence of Notification

- ✿ May be in any of these formats:
 - ✿ Letter
 - ✿ List
 - ✿ Data report
 - ✿ Any other format agreed to by the LES and local school district
- ✿ Redact other child information before placing in record
- ✿ Note separate location in case note
- ✿ Evidence of notification for a specific child must be retrievable for the QA self assessment monitoring process.
- ✿ Complete case note if TCM activities were done.

NOTIFICATION

Required Documentation

- ✿ Complete three notification fields in the demographic record in the data system.
- ✿ Complete case note for any service coordination activities.
- ✿ Enter service coordination activities and Service Coordinator Travel Time in data system.
- ✿ Include any copies of correspondence in child's Early Steps record.

Notification Fields Introduction

- 🦋 Three notification fields in demographics
- 🦋 Purpose is to track requirements related to notification to the local school district

First Notification Field

- ✿ “Opt Out Notice Provided On”
 - ✿ Date that parents were informed of the intent to share their child’s name, their child’s date of birth and their contact information with the local school district
 - ✿ In other words, the date that the *Understanding Notification* brochure was sent or given
 - ✿ Required field

“Opt Out Notice Provided On” Field in Data System

PROGRAM PARTICIPATION/ELIGIBILITY

Primary Svc Provider (PSP) Identified?
(Y/N)

Primary Health Care Provider (PHCP): Primary Service Coordinator (PSC): Other Service Coordinator (OSC):

Initial IFSP Date: Barrier to Initial IFSP Compliance: Most Recent IFSP Date: Annual IFSP Due Date:

Transition Conference Date: Transition Conference Barrier:

Opt Out Notice Provided On: Parent Opted Out: Yes/blank Notification to LEA:

🦋 Enter the date that the *Understanding Notification* brochure was provided to the parent in the “Opt Out Notice Provided On” field in demographics.

Second Notification Field

- 🦋 “Parent Opted Out: Yes/blank”
 - 🦋 Designates whether or not parents opted out of notification.
 - 🦋 Only has two choices: “Y” for “yes” or blank
 - 🦋 Required field for children whose parents opted out

“Parent Opted Out: Yes/blank” Field in Data System

PROGRAM PARTICIPATION/ELIGIBILITY

Primary Svc Provider (PSP) Identified?
(Y/N)

Primary Health Care Provider (PHCP):

Primary Service Coordinator (PSC):

Other Service Coordinator
(OSC):

Initial IFSP Date:

Barrier to Initial IFSP Compliance:

Most Recent IFSP Date:

Annual IFSP Due
Date:

Transition Conference Date:

Transition Conference Barrier

Opt Out Notice Provided On:

Parent Opted Out: Yes/blank

Notification to LEA:

- 🦋 If the family chose to opt out, enter “Yes” in the “Parent Opted Out” field in demographics.
- 🦋 If the family did not opt out, no data entry is required for this field. It will remain blank.

Third Notification Field

- 🦋 “Notification to LEA”
 - 🦋 Captures the date that the LES provided notification to the local school district
 - 🦋 Required field for all eligible children 27 months or older unless parents opted out

“Notification to LEA” Field in Data System

PROGRAM PARTICIPATION/ELIGIBILITY

Primary Svc Provider (PSP) Identified?
(Y/N)

Primary Health Care Provider (PHCP):

Primary Service Coordinator (PSC):

Other Service Coordinator
(OSC):

Initial IFSP Date:

Barrier to Initial IFSP Compliance:

Most Recent IFSP Date:

Annual IFSP Due
Date:

Transition Conference Date:

Transition Conference Barrier

Opt Out Notice Provided On:

Parent Opted Out: Yes/blank

Notification to LEA:



🦋 Enter the date that notification was provided to the LEA in the “Notification to LEA” field.

Service Coordinator Time for Notification and Data System

*From Date 07/14/08 *To Date 07/14/08

*Service TCM

*CPT Code T1017TL (TARGETED CASE MANAGEMENT 1 unit is 1 hour) max rate is \$37

Before 07/01/07, Leave the CPT Code blank to use the default CPT code

*Recipient 5 OTHER

ICD9 315.9

*Units 0.25

*Status 4 Ongoing Service

*Agency EIP

Fee Leave Fee blank to calculate fees based on Taxonomy rate for service/CPT Code

*Location 2 DEI CLINIC

*Provider XXX

*Payer MED

- 🦋 Time spent for service coordinator time in providing notification to the LEA is entered as TCM or CASE, depending on the activity.

Service Coordinator Time for Notification and Data System, continued

*From Date 04/15/08 *To Date 04/15/08

*Service SCTT

*CPT Code
SCTT (SERVICE COORDINATOR TRAVEL 1 unit is 1 hour) max rate is \$37
Before 07/01/07, Leave the CPT Code blank to use the default CPT code

*Recipient 1 CHILD

ICD9 315.5

*Units 0.75

*Status 4 Ongoing Service

*Agency EIP

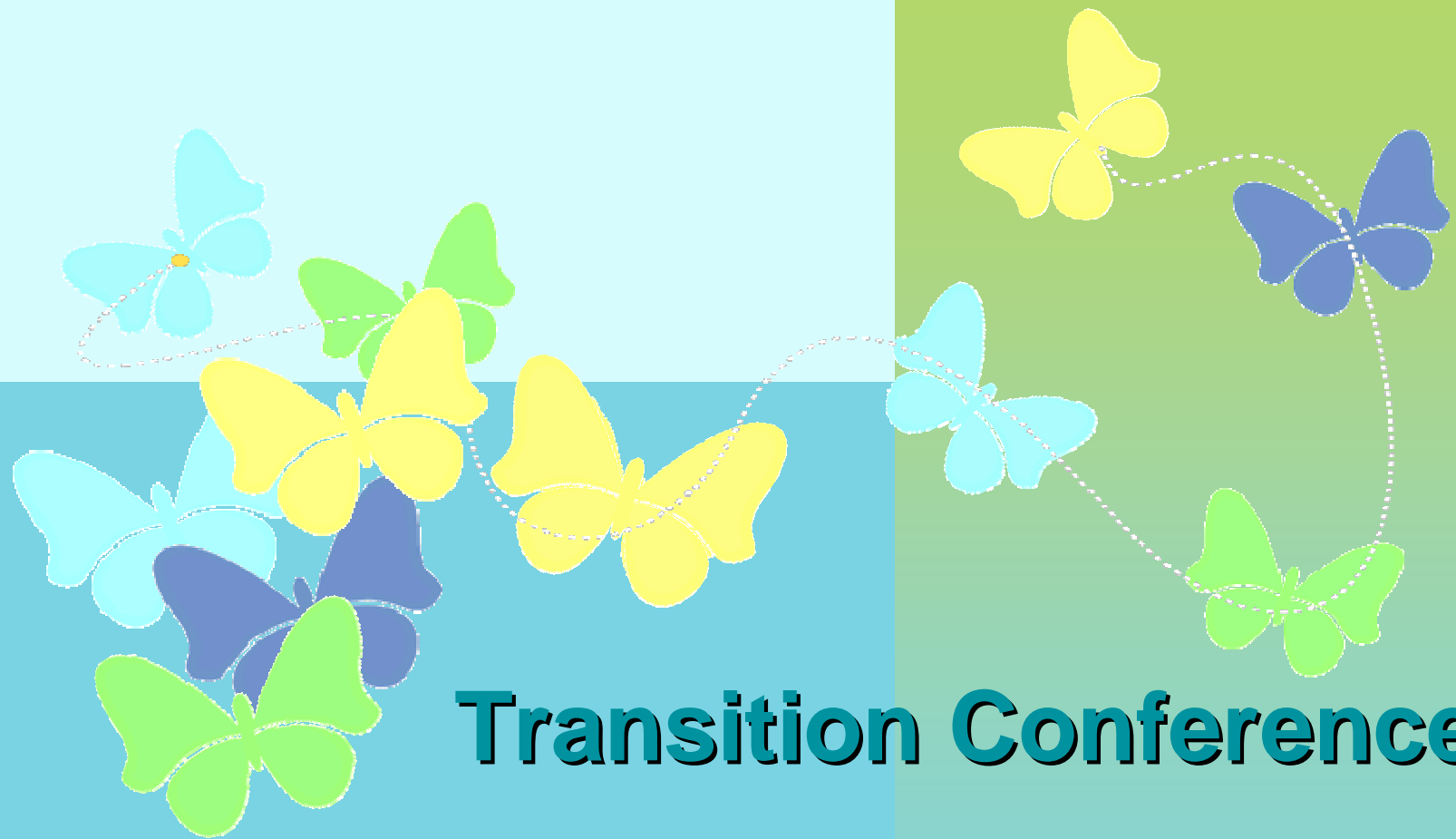
Fee 27.75 Leave Fee blank to calculate fees based on Taxonomy rate for service/CPT Code

*Location 1 HOME

*Provider SM

*Payer CONT

- Time spent for any service coordinator travel to provide notification to the LEA is entered as SCTT.



Transition Conference

Transition Conference

For children exiting Early Steps at age three, a transition conference is held, 90 days to 9 months prior to age three, to plan for a successful transition to other appropriate services and settings.

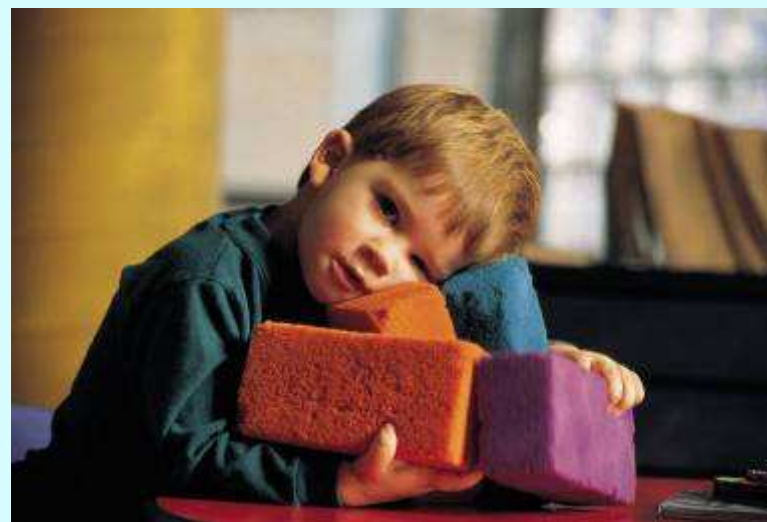


Transition Conference is Convened for:




Children **Who May Be** Eligible for
School District Prekindergarten
Program for Children with
Disabilities

Children Who **May Not
Be** Eligible for School
District Prekindergarten
Program for Children with
Disabilities





Note

A large, tilted illustration of a white notepad with blue horizontal lines and a red vertical margin line on the left. A silver pushpin is pinned to the top center of the notepad. The text is written in a dark blue, sans-serif font.

Whenever conducive to meeting compliance timelines, the transition conference should take place in conjunction with a regularly scheduled IFSP meeting.

Required Participants for a Child Potentially Eligible for Part B

 Family

 Service coordinator or designee



Note: Local school district representative, with parental consent, must be invited to the transition conference

Required Participants for a Child NOT Potentially Eligible for Part B

 Family

 Service Coordinator



Note: Other potential service providers, with parental consent, must be invited to the transition conference

Optional Participants for Transition Conference

- 🦋 Early Steps service providers
- 🦋 Head Start staff
- 🦋 Child Care staff
- 🦋 Children's Medical Services staff
- 🦋 Agency for Persons with Disabilities representative
- 🦋 FDLRS representative
- 🦋 Other individuals of family's choice

Family Participation in Transition Conference

- ✿ A transition conference **cannot be held** without the parent attendance.
- ✿ Family could participate via phone if unable to attend in person, unless conference is occurring in conjunction with initial or annual IFSP meeting.

Local School District Participation in Transition Conference

- ✧ Although it is preferable for the participants in the transition conference to meet face-to-face, if the local school district representative is unable to be physically present for the transition conference, he/she may participate via phone conference, videoconferencing, etc.
- ✧ If child is potentially eligible for Part B and family does not want the local school district to participate in the transition conference, this must be documented in a case note and on Form I of the IFSP.

Local School District Participation in Transition Conference, continued...

- ✧ In the event that the local school district representative is unable to participate in the transition conference due to unforeseen circumstances, the transition conference can be postponed and re-scheduled if acceptable to the LES and the family, and if it does not jeopardize required timelines.
- ✧ However, if rescheduling is not acceptable to the LES and family or if rescheduling will jeopardize compliance, then the transition conference should proceed without the school district representative who is unable to attend *unless* the family requests that the conference be postponed until the school district representative is available.

Local School District Participation in Transition Conference, continued

- ✿ If a local school district representative is unable to attend a scheduled transition conference and rescheduling will jeopardize compliance with the required timeline, the transition conference should proceed without local school district representation.

Transition Conference Discussion Items

- ✈ Services available from the local school district.
- ✈ How and when the evaluation(s) and eligibility determination will occur.
- ✈ Other agencies and community providers that may benefit the child and family.
- ✈ Existing child/family information.
- ✈ Family concerns regarding transition.
- ✈ Strategies to address identified concerns.
- ✈ Activities that need completed before child moves into the new setting.
- ✈ Persons involved in completing identified activities.
- ✈ Timeframes for when each activity should be completed.
- ✈ Need for scheduling visits to program sites.

TRANSITION CONFERENCE

Required Documentation

- ✧ Complete transition conference date, 3a, 3b and signature section on Form I of IFSP and add outcomes if appropriate.
- ✧ Enter service coordination activities and Service Coordinator Travel Time in data system.
- ✧ Complete case note.
- ✧ Enter transition conference information in data system.
- ✧ Include any copies of correspondence in child's Early Steps record.

Form I and the Transition Conference

- ✿ Form I, 3a and 3b of the IFSP-Steps and Services to Support the Child's Transition
 - ✿ Must be related to the transition of the child and not to just general developmental concerns.
 - ✿ **Good** example of a concern: Mom is concerned that new teacher will not understand child when he needs something.
 - ✿ **Bad** example of a concern: Mom wants child to talk better.
 - ✿ **Good** example of a strategy: Provide opportunities for child to respond to specific questions related to his needs.
 - ✿ **Bad** example of a strategy: Child will receive speech therapy.

Transition Conference Date and Data System

Transition Conference Date:

09/27/08



Transition Conference Barrier

- ✿ Enter transition conference date in demographics in the Early Steps data system even if:
 - ✿ School district representative did not participate
 - ✿ Child is not eligible for Part B
 - ✿ Family declines Part B
- ✿ Keep original transition conference date even if other follow-up meetings occur later.
- ✿ “Transition Conference Date” field in demographic record is what counts for compliance data.
 - ✿ Probe III.1.3(c)-Transition conference was recorded in the Early Steps Data System to note the date of the transition conference.

Transition Conference Barriers and Data System

PROGRAM PARTICIPATION/ELIGIBILITY

Primary Svc Provider (PSP) Identified?
(Y/N)

Primary Health Care Provider (PHCP):

Primary Service Coordinator (PSC):

Other Service Coordinator
(OSC):

Initial IFSP Date:

Barrier to Initial IFSP Compliance:

Most Recent IFSP Date:

Annual IFSP Due
Date:

Transition Conference Date:








Transition Conference Barrier





🦋 If transition conference never happens or occurs less than 90 days before third birthday, enter barrier code in “Transition Conference Barrier” field in demographic record.

Transition Conference Barriers

Compliant Barriers

-  Child Issues
-  Family Issues
-  Natural Disaster
-  No show to transition conference
-  Unsuccessful attempts to contact
-  Family declined
-  Late Referral

Noncompliant Barriers

-  LES Capacity Issues
-  Local Educational Agency Representative Issues

See guidance for 7.3.1 in PHOG for full descriptions.

Transition Conference During IFSP Meeting and Data System

PROGRAM PARTICIPATION/ELIGIBILITY

Primary Svc Provider (PSP) Identified?
(Y/N)

Primary Health Care Provider (PHCP):

Primary Service Coordinator (PSC):

Other Service Coordinator
(OSC):

Initial IFSP Date:

Barrier to Initial IFSP Compliance:

Most Recent IFSP Date:



Annual IFSP Due
Date:

Transition Conference Date:

Transition Conference Barrier

🦋 Enter IFSP data in demographics if transition conference was held during an IFSP meeting.

Transition Conference During IFSP Meeting and Data System, continued

*From Date 04/23/08 *To Date 04/23/08

*Service IFSP

*CPT Code
IFSP (INDIVIDUALIZED FAMILY SUPPORT PLAN 1 unit is 1 mtg) max rate is \$0
Before 07/01/07, Leave the CPT Code blank to use the default CPT code

*Recipient 1 CHILD

ICD9 315.9

*Units 2.00

*Status 4 Ongoing Service

*Agency EIP

Fee 0.00 Leave Fee blank to calculate fees based on Taxonomy rate for service/CPT Code

*Location 4 SCHOOL (PUBLIC SCHOOL SITE)

*Provider XXX

*Payer CONT

- ❁ If the transition meeting occurred during an IFSP meeting, the IFSP meeting **can be** recorded as an intervention for local tracking purposes, but does not count for compliance data.

TCON and Data System

*From Date 05/22/08 *To Date 05/22/08

*Service TCON

*CPT Code
TCON (TRANSITION CONFERENCE 1 unit is 1 mtg) max rate is \$0
Before 07/01/07, Leave the CPT Code blank to use the default CPT code

*Recipient 1 CHILD

ICD9 315.9

*Units 1.00

*Status 4 Ongoing Service

*Agency EIP

Fee 0.00 Leave Fee blank to calculate fees based on Taxonomy rate for service/CPT Code

*Location 1 HOME

*Provider XXX

*Payer CONT

🦋 After the transition conference, TCON (transition conference) **can be** recorded as an intervention for local tracking purposes, but does not count for compliance data.

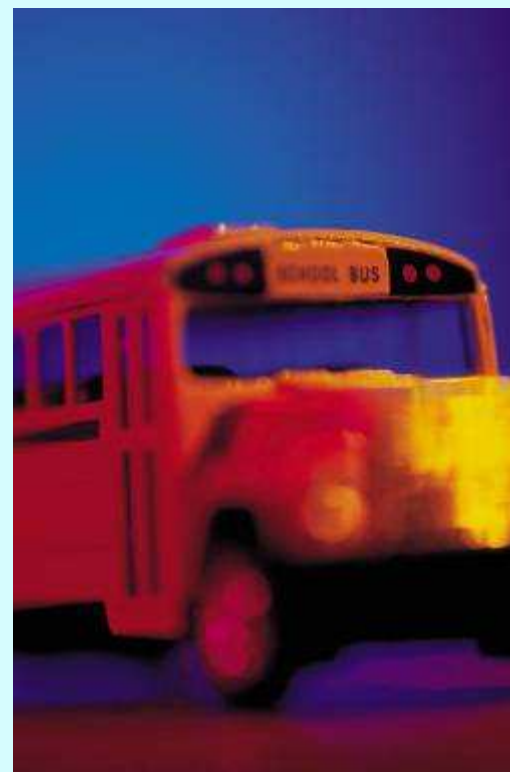


Referral

What is a “Referral”?

✿ Referral is the formal process by which the child and family are referred by Early Steps to the school district, with parent consent, for prekindergarten program eligibility determination or to another community-based service provider to determine eligibility for services.

May occur before, during, or after the transition conference.



Referral to Local School District

- ✿ With parental consent, the LES must refer all children who are potentially eligible for the School District Prekindergarten Program for Children with Disabilities to the local school district.



Referral Packet to Local School District



Must include:



Current IFSP



Evaluations and assessments completed within the past 6 months



Any hearing and vision screening(s) completed within the past 6 months



Copy of the written consent for release of information for the local school district



Any additional information available in the Early Steps record required by the receiving agency and specified on the written consent for release of information form

Referral Packet to Local School District, continued

✧ LES are not required to conduct hearing or vision screenings solely for the purpose of transitioning at age three.

✧ Additional items to be included in the “referral packet” should be specified in the interagency agreement between the LES and the local school district.



Referral to Other Early Care and Education Programs

With parental consent, the LES must refer all children not potentially eligible for the school district




Prekindergarten Program for Children with Disabilities to:

- Head Start
- Agency for Persons with Disabilities
- Early care and education programs
- Other community options as determined by the IFSP team






Other Early Care and Education

Agency for Persons with Disabilities Programs

-  Apply by completing application online or at area office
-  Children 3-5 years of age who are developmentally disabled or are at high risk for a developmental disability are eligible
-  Chapter 393, Florida Statutes, defines developmental disabilities as spina bifida, autism, cerebral palsy, Prader-Willi syndrome and mental retardation

Head Start

-  Children aged three to five are served
-  Some families who are over-income can qualify if the child has a developmental delay or disability
-  Check with local Head Start regarding registration dates and required forms

Other Community Programs

Referral Packet to Other Early Care and Education Programs

- ✿ The following information must be included with a referral to the early care and education program in preparation for transitioning at the age of three:
 - ✿ Copy of the written consent for release of information for the early care and education program
 - ✿ Any information in the Early Steps record that is required by the receiving program and specified on the written consent for release of information form

Required Documentation

REFERRAL

- ✈ Complete #2 on Form I (transition plan) of IFSP
- ✈ Enter TCM and SCTT (if traveled) in data system
- ✈ Complete case note
- ✈ Include copy of written consent release of information in child's Early Steps record
- ✈ Include any copies of correspondence in child's Early Steps record



Initial Individual Educational Plan (IEP)

IEP Development

- ✿ Evaluations conducted by Early Steps may be used if still considered appropriate and administered by individual with appropriate credential (remember there is no “re-evaluation process” in Part C).
- ✿ For children who were previously served by Early Steps, school districts must inform the parent of their right to have the Early Steps service coordinator invited to the initial IEP meeting.

School District Serving Children Under Three

- ✿ School districts may enroll a child turning three within the school year in Part B using Part B funds prior to the third birthday.
- ✿ A free appropriate public education (FAPE) must be provided to all children enrolled in Part B.
- ✿ A local education agency may choose to serve a child under age three as a Part C provider for early intervention services.
- ✿ A child MAY NOT be served by IDEA, Part C and Part B at the same time.

Service Coordinator Participation in Initial IEP Meeting

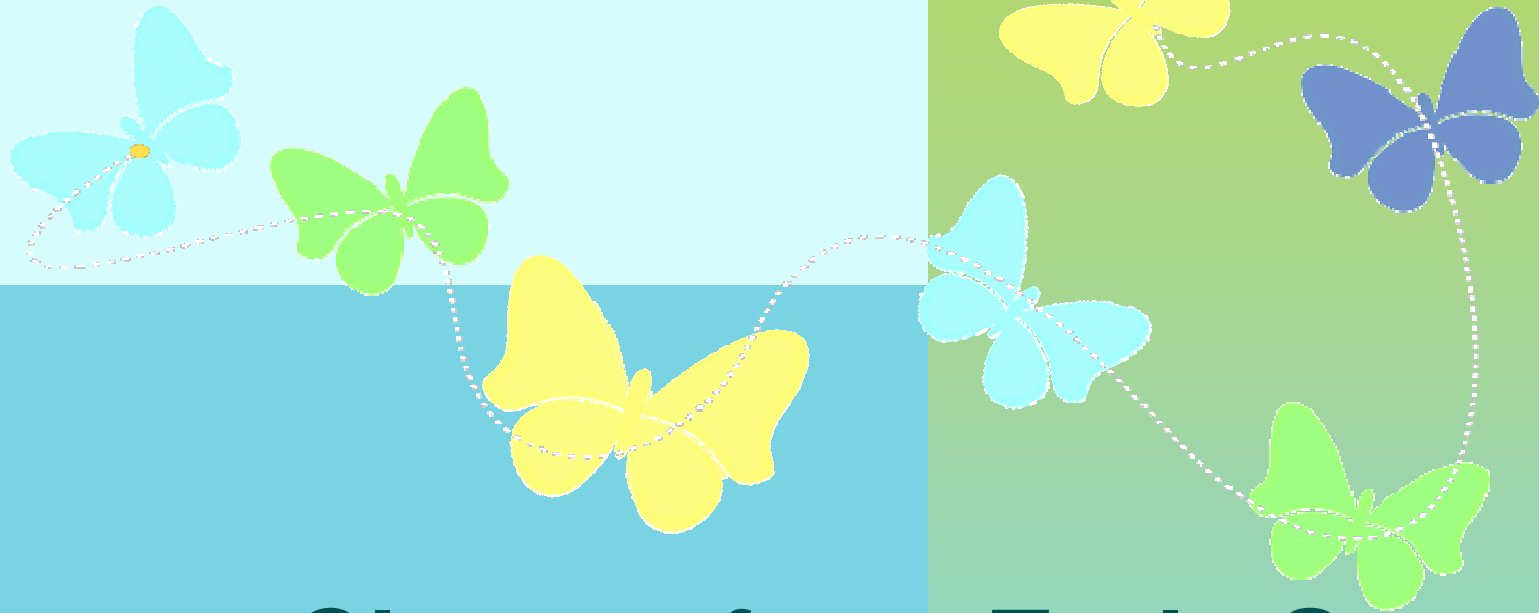
- ✿ When the service coordinator or other LES representative is invited to the initial IEP meeting, he/she must make reasonable effort to participate in the meeting.
- ✿ If he/she is unable to be physically present for the initial IEP meeting, he/she may participate via phone conference, videoconferencing, etc.
- ✿ If he/she is unable to participate in the initial IEP meeting, the he/she should contact the family or local school district to obtain the meeting outcome.

Late Referrals

- ✿ If the child is referred to Early Steps **45 days or less** before the 3rd birthday, the obligation of Early Steps is to offer assistance with making a formal referral to Part B or other appropriate service providers.
- ✿ Local Early Steps is not required to conduct eligibility evaluation/IFSP when the referral is less than 45 days before 3rd birthday.
- ✿ School districts are not obligated to have an IEP developed and implemented by age 3 for a child **who was not determined eligible for Early Steps and does not have an IFSP.**

Summer Birthdays

- ✧ If a child turns three during the summer, the IEP must still be written on or before the child's third birthday.
- ✧ Lack of staff in the summer is not an acceptable reason to not have IEP by age 3.
- ✧ When summer staffing is an issue, districts need to make plans to have IEP written in advance of 3rd birthday.
- ✧ There is not an automatic entitlement to ESY when a child turns three during the summer.
- ✧ However, the IEP team **must always consider** the need for extended school year (ESY) services when developing every IEP, including the first one for a three year old.
- ✧ Provision of ESY services for a child is a decision determined by the IEP team.



Closure from Early Steps

Services End at Three Years of Age

🦋 In General:

- 🦋 Early Steps services must be terminated by the child's third birthday.
- 🦋 Part C funds end for children as of the day of their third birthday. For example, if a child's third birthday falls on May 4, Part C funding of services would end by midnight on May 3.



Appropriate Uses of Part C Funds After a Child's Third Birthday

- ✿ Fund a service coordinator's attendance at an initial IEP meeting for a child transitioning from IDEA, Part C to IDEA, Part B.
- ✿ Pay for the administration of the exit evaluation for child outcome measurement.
- ✿ Provide compensatory services after a child's third birthday as a result of one of the following:
 - ✿ Hearing decision
 - ✿ State complaint decision
 - ✿ Mediation agreement, or
 - ✿ Finding through other state general supervision activities.

Closure in Data System



- ✿ LES must ensure that the following information is entered in the Early Steps data system no later than ten (10) calendar days after the child's third birthday :
 - ✿ Date of closure
 - ✿ Reason for closure

Closing at Transition in the Data System

- ✧ Disposition data needs to reflect the child's status on the child's actual third birthday for children who have not exited Early Steps on or before their third birthday.
- ✧ Use disposition code that most closely matches the child's specific situation on the third birthday.
- ✧ The disposition date is the date the child exited Early Steps which should be the child's third birthday and the same as the termination date noted on the written prior notice.

Disposition Code in Data System

Disposition Code (blank for Active):

A,PART B ELIGIBLE, EXITING PART C



Disposition Date (blank if Active):

7/20/08

Closed Before?

- ✿ Disposition codes (a unique letter or number) are used in the Early Steps data system to describe the reasons that children were closed to Early Steps.
- ✿ Enter the appropriate reason for closure in the “Disposition Code” field in demographics
- ✿ Use code that most closely matches the child’s specific situation **ON THE ACTUAL THIRD BIRTHDAY.**

Disposition Date in Data System

Disposition Code (blank for Active):

A,PART B ELIGIBLE, EXITING PART C



Disposition Date (blank if Active):

7/20/08



Closed Before?

- ✿ Date of closure is date that child exited Early Steps which should be the same as the date noted on the written prior notice.
- ✿ The date of closure is not necessarily the same date that the data is being entered into the data system, as current and future policy say you have 10 days from exit to close the record in the data system.
- ✿ The disposition date must never be past the child's third birthday.

Disposition Codes Most Commonly Used for Transition at Age Three

- ✿ “6” Not eligible for Part B, exit with referrals to other programs
- ✿ “7” Not eligible for Part B, exit with no referrals to other programs
- ✿ “A” Part B eligible, exiting Part C
- ✿ “G” Aged out before Part C eligibility was determined
- ✿ “O” Not considered for Part B
- ✿ “P” Part B eligibility not determined

Disposition Codes Most Commonly Used for Transition at Age Three , continued

“6”

- ✧ Has had an IFSP
- ✧ Evaluated and determined not eligible for IDEA, Part B
- ✧ Referred to other programs

“7”

- ✧ Has had an IFSP
- ✧ Evaluated and determined not eligible for IDEA, Part B
- ✧ **Not** referred to other programs

Disposition Codes Most Commonly Used for Transition at Age Three, continued

“A”

- ✧ Has had an IFSP
- ✧ Determined eligible for Part B
- ✧ Exited (or will soon exit) Part C
- ✧ Will be or is enrolled in Part B

“G”

- ✧ Eligibility for Part C not determined

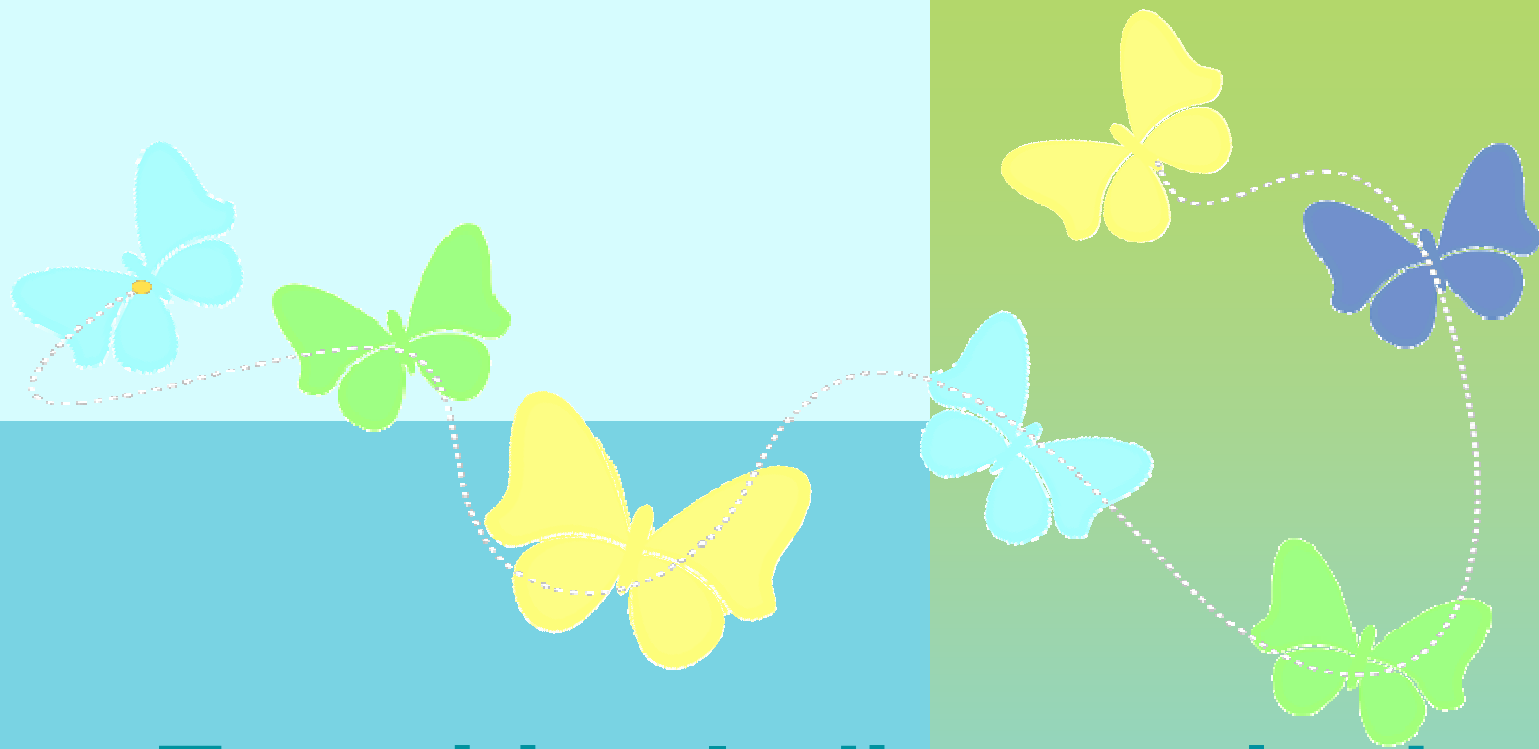
Disposition Codes Most Commonly Used for Transition at Age Three, continued

“O”

- ✧ Has had an IFSP
- ✧ Not referred to Part B
- ✧ Not evaluated for Part B

“P”

- ✧ Has had an IFSP
- ✧ Referred to Part B
- ✧ Part B eligibility has not yet been determined or made known to the LES



Transition Indicators in the State Performance Plan

What are the Transition Performance Indicators?

🦋 Indicator 8: The percent of children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including:

🦋 8A: IFSPs with transition steps and services

🦋 8B: Notification to Part B of children exiting Part C

🦋 8C: Transition conference, is held at least 90 days prior to the child's 3rd birthday, if the child is potentially eligible for Part B

Our Federally Mandated Target is 100%!

Your actions impact how close we are to the targets.



What Else Do You Need to Know?

Children's Medical Services

Special services for children with special needs

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Early Steps Policy Handbook and Operations Guide

The Early Steps Policy Handbook and Operations Guide are intended to guide state and local decisions and actions related to implementation of the Early Steps system. These guiding documents represent the official position of the Early Steps State Office and the commitment to ensure Florida has a statewide, comprehensive, coordinated, multi-disciplinary, interagency system to provide early intervention services and supports to infants and toddlers with disabilities and their families in accordance with the Individuals with Disabilities Education Act (IDEA), Part C, the CMS Developmental Evaluation and Intervention Program (391.301 - 391.308, F.S.) and the Developmental Disabilities Program (Ch. 393, F.S.)

All files on this page are under 2MB



✈ Refer to the Early Steps Policy Handbook and Operations Guide, Component 7 to learn the steps in transition planning when children are entering Early Steps from the hospital, other LES, or leaving Early Steps before they turn three.